



## INTERVENTION & ASSISTANCE POLICY

### Rationale

At St. Mary's school we believe that all children have the right to reach their maximum learning potential. Our educational programs aim to help all children to develop the skills they need to be effective participants in society.

We acknowledge that children have different learning styles and abilities, and that some children may require intervention and assistance to achieve excellence. All processes and procedures are in accordance with the Commonwealth Disability Discrimination Act 1992 and are applied with reference to CECV "Students with Disabilities Guidelines. All contractors, service providers or external providers for children will require police checks in accordance with CECV Child Safe Guidelines and Education Department Guidelines.

### Aims

- To assist all children to achieve their learning potential
- To provide a framework to support classroom teachers in meeting the diverse needs of their class group
- To provide a school wide approach that is effective in identifying children "at risk" and addressing their needs

### Implementation

#### A. Procedure

1. IDENTIFICATION: Note: Identification of students requiring support is to be in consultation with the Principal.
  - How has this child been identified as "at risk"?
  - Check school-based assessment schedules for Literacy & Numeracy
  - Investigate parent or teacher concerns
2. ASSESSMENT  
Decide:
  - What do we need to know about this child's literacy & numeracy learning?
  - Are there other issues impacting on their learning?
  - How / who will gather the information?
3. ANALYSIS & INTERPRETATION
  - Record the data gathered above
  - List long term goals
4. TEACHING & LEARNING
  - Use goals to develop an Individual Learning Plan (ILP) with short term goals & projected timeline
  - Timetable implementation of ILP – who, when
5. EVALUATION
  - Measure child's progress against goals set
  - Evaluate effectiveness of program / approach
  - Develop a new ILP OR monitor ongoing progress



## **B. Roles**

### Intervention & Assistance Coordinator / Principal

- Monitor assessment schedules & results in literacy & numeracy
- Confer with coordinators and classroom teachers
- Ensure further assessment
- Make referrals to outside agencies after consultation with the Parents and Teacher.
- Liaise with outside health professionals, e.g. speech pathologist, psychologist
- Ensure ongoing assessment records are maintained
- Support classroom teachers in developing goals, ILPs etc.
- Timetable aide time to make the most effective use of resources
- Communicate with classroom teachers, parents, principal, and coordinators
- Build up resources in assessment

### Classroom Teachers

- Administer school based assessment schedules
- Discuss any concerns with Intervention & Assistance Coordinator and Principal.
- Record data for ongoing assessment records
- Develop goals and ILPs in consultation with Principal, parents (PSG's), Intervention & Assistance Coordinator, and others where appropriate
- Implement and evaluate ILPs
- Monitor progress

### Literacy & Numeracy Coordinators

- Check assessment schedules & results for each class
- Discuss any concerns with Intervention & Assistance Coordinator, Principal and classroom teachers
- Provide support in assessment procedures, teaching materials and resources, etc.

### Principal

- Support staff in carrying out their designated roles
- Communicate with outside agencies, parents, etc.
- Ensure adequate record keeping is carried out
- Lobby for additional funding, resources, etc.

### Parents

- Communicate with teachers and Intervention & Assistance Coordinator and Principal
- Provide consent for referrals to outside agencies, or make appointments with recommended health professionals, e.g. audiologist
- Support the teaching and learning program
- 

## **C. Resources**

To assist in maintaining adequate data collection to monitor the progress of children identified as "at risk" software has been purchased and data has been collated.

## **Evaluation**

This policy will be evaluated annually to ensure that we are truly striving to achieve excellence for all our students. We will measure the success of our Intervention and Assistance through tracking our Literacy and Numeracy testing results, and our NAPLAN data. Last updated: 18/02/2016 by Mr Adrian Cheer